

# New Publication

Book and eBook



**Alois Heinemann**

## **Growing with pleasant and unpleasant feelings**

**In the correlation between environment, body, mind and experience**

**Development and development disturbances of individuals, relationships and groups  
from the perspective of nonlinear systems and neuropsychology  
With an interdisciplinary study by Nikolai Axmacher and Alois Heinemann**

## Central theme

It is only human  
to have unpleasant and bad feelings.  
Inhuman feelings arise  
when unpleasant and bad feelings are suppressed and repressed.  
Strength and happiness come  
from being able to accept and share unpleasant and bad feelings.

Alois Heinemann

## Current relevance

The idea that only the positive feelings (joy and pleasure) and positive behaviour (praise and understanding) promote the development of children, adolescents and adults is an intellectual, cultural invention. It became a cult in the second half of the last century, especially from the 1970s onwards. Just like the cult of the structures and rules in the first half of the last century, the cult of positive feelings led - and still leads today - to the suppression of negatively or unpleasantly experienced feelings (pain and aggression). The suppression and repression of pain in particular causes or exacerbates physical and mental illnesses, prevents the clarification of private and professional relationships, often leads to dramatic and traumatic separations and promotes deviant behaviour.

The inability of the positive cult to enable itself and others to deal with negative feelings and emotions has resulted in a return to the cult of rules and structures (including that of quality management).

Research into the nature of human beings by biology and neurobiology (brain research) has shown that we possess the natural systems (neural networks) to perceive pain and aggression at an early stage and to feel and manage them in contact with our attachment figures. From the perspective of brain research, children, adolescents and adults do not become strong and self-assured through the cult of the positive and positive feelings, but through the timely perception, expression and exchange of negatively experienced feelings (including those which are severe) and through the ability to "swing" (oscillate) from negative to positive feelings.

Expressed in the words of Reinhard K. Sprenger (2012, p. 51), we are well advised to at least listen to the voice of biology (to perceive and take the negative emotions seriously) before we silence them once and for all with the cultural arguments (the cult of the positive, the delusion of equality and inclusion) of our zeitgeist and cause even more damage to the development of children, adolescents and adults, private and professional relationships.

## Main focus

To create a development concept and a model for the description of healthy development processes and for the diagnosis and treatment of developmental disorders:

- which take into account the emotions as a bridge between the environment, body, mind and experience, i.e. the perceptual, judgmental, motivating, and activating function of pleasant and unpleasant feelings,
- which accept the oscillating dynamics between unpleasant and pleasant, positive and negative feelings as a development-promoting principle in unclear, ambiguous, and contradictory situations,
- which reveal supporting and destructive affect patterns (i.e., the desirable and undesirable or forbidden feeling types and intensities) of the private and professional attachment figures and groups, the social, cultural, and religious institutions,
- which call into question, through the analysis of the affect pattern, the contrast between normal and abnormal, healthy and sick,
- which reveal psychosocially impaired persons, who, under the “guise of normality”, put a burden on, disturb or even destroy the development of individuals, groups, communities, and institutions, (cf. especially the descriptions of the hysterical, paranoid, borderline, and sociopathic personality disorder),
- which consider, during the analysis of healthy and impaired processes, not only the behaviour patterns and the symptoms (i.e., the detailed complexity), but also the emotional dynamics (i.e. the dynamic complexity),
- which offer realistic and practice-oriented procedures (tests and questionnaires) to assess the disturbances in the affect patterns and the emotional dynamics of individuals, groups, and institutions,
- which take into account the influence of the subconscious, i.e., endeavouring to recognise the influence of past emotional experiences and finding solutions for affect inhibitions which cause development disorders,
- which are bio-psycho-social and interdisciplinary oriented (i.e., involve philosophical, psychological, sociological and neurobiological, as well as genetic, epigenetic and systemic research).

# **Table of Contents**

**Page**

<b>1</b>	<b>Basic assumptions and attitudes for the healthy development of individuals, relationships and groups</b>	<b>1</b>
<b>2</b>	<b>Basic assumptions, claims to validity and areas of validity of the most popular development concepts of the 20th century</b>	<b>5</b>
2.1	The conservative-structural development concept	9
2.2	The behaviourist-conditioning development concept	15
2.3	The humanistic-liberal development concept	23
2.4	The dialectical-critical-integrative development concept	39
2.5	Criteria of neuropsychanalysis for the selection and application of the development concepts	57
<b>3</b>	<b>Development from the perspective of neuropsychanalysis and non-linear systems</b>	<b>63</b>
3.1	Basic components of development	63
3.2	Non-linear system concepts as a basis for the description, analysis and structuring of development processes	64
3.3	Tasks and functions of the mind and brain in the shaping of the non-linear correlation between the environment and organism	68
3.4	The prerequisites and conditions for the flexibility of the mind and brain in shaping the correlation between the environment and organism	73
3.5	The dependence of the plasticity of the brain on the genome, epigenome and gene regulation as a result of the signals from the environment and the organism	111
3.6	Clarification and description of the terms of health, mind and brain from the perspective of non-linear systems and neuropsychanalysis	130
<b>4</b>	<b>A functional, non-linear dynamic model of healthy development processes from the perspective of neuropsychanalysis</b>	<b>135</b>
4.1	Perception of the complexity of the organism and environment, the formation of neuronal and mental representations and development of the proto-self	136
4.2	Reduction in the complexity of the organism, the environment and their correlation as a result of the needs, drives and instinctual wishes, as well as the emotions, feelings and affects	143
4.3	Development of the core consciousness and the core self, the expanded consciousness and autobiographical memory, the drive, feeling, thought, value, relationship and behaviour patterns in the process of primary and secondary reality testing and mentalisation	158

	<u>Page</u>	
<b>5</b>	<b>Personality structures and disorders from the perspective of non-linear systems and neuropsychanalysis</b>	<b>171</b>
5.1	The dynamic complexity of neurotic personality structures and disorders	183
5.1.1	The dynamic complexity of the hysterical personality type	190
5.1.2	The dynamic complexity of the phobic personality type	205
5.1.3	The dynamic complexity of the compulsive personality type	219
5.1.4	The dynamic complexity of the affective (depressive and manic) personality type	240
5.2	The dynamic complexity of psychotic personality structures and disorders	269
5.2.1	The dynamic complexity of the different personality structures and disorders on a psychotic basis	281
5.2.2	The dynamic complexity of the schizoid personality type	286
5.2.3	The dynamic complexity of the paranoid personality type	298
5.2.4	The dynamic complexity of the borderline personality type	312
5.3	The dynamic complexity of the sociopathic personality type on a primary narcissistic basis	333
<b>6</b>	<b>The oscillations between positive and negative feelings in therapy and research</b>	<b>345</b>
6.1	The importance of oscillations for the selection of the therapeutic concepts and the design of therapeutic settings	345
6.2	Nicolai Axmacher, Alois Heinemann, Neuronal bases of emotional oscillations and affect regulations, presentation at the "11th Congress of Neuropsychanalysis" in 2010 in Berlin and at the "14th Congress of Neuropsychanalysis" in Cape Town; publication in the journal Neuropsychanalysis in 2012, 14/2.	357
	<b>Appendix 1 Individual and mass - a multi-phase model</b>	<b>371</b>
	<b>Appendix 2 The development of structure in the current mass</b>	<b>381</b>
	<b>Index</b>	<b>387</b>
	Terms, phenomena, means of understanding dynamic complexity	
	<b>Common thread of the contents</b>	<b>393</b>
<b>1</b>	Basic assumptions and attitudes for the healthy development of individuals, relationships and groups	393
<b>2</b>	Basic assumptions and areas of validity of the most popular development concepts of the 20th century	393
<b>3</b>	Basic components, elements, mechanisms, principles, features of healthy development processes from the perspective of non-linear systems and neuropsychanalysis	395
<b>4</b>	A functional, non-linear dynamic model of healthy development processes from the perspective of neuropsychanalysis, cf. Table 26	397
<b>5</b>	Personality structures, disorders and mental illnesses from the perspective of non-linear systems and neuropsychanalysis	403
<b>6</b>	The oscillations between positive and negative feelings in therapy and research	417
	<b>Bibliography</b>	<b>419</b>

## Introduction

The significance of positively and negatively experienced feelings for development and developmental disorders, which is expressed in the title and foreword, is the subject and focus of my book. In contrast to the fundamental conviction of Descartes "I think, therefore I am (cogito ergo sum)", the emphasis in my book - corresponding to the German titles of books by Damasio, i.e. "Descartes' Error" and "I feel therefore I am" -, is on the influence of feelings in development. However, the emphasis on feelings is not intended to turn Descartes "on his head", but rather to grant feelings the space which they have in addition to the other elements and mechanisms (needs, instinctual wishes, thoughts, memories, ideals, values, relationship and behaviour patterns) in shaping the correlation between the environment and organism, individual and community, from the perspective of linear and non-linear systems, neuroscience and psychoanalysis or neuropsychology.

The importance of the individual elements and mechanisms and the acceptance of the important role of feelings, especially the negative feelings (unpleasure, fear, mourning, pain, annoyance, anger, rage, and aggression...) depends on basic assumptions and attitudes; specifically, this means views on: the initial or basic conditions of human development, the causes of negative and positive development processes, the importance of feelings, of the mind, the norms and rules in development, the ability of the individual to learn and adapt, the influence of genes and the environment on development, the optimal structural conditions of groups, communities and institutions on development.

The basic assumptions and attitudes and the corresponding fundamental rules could be simple assumptions, convictions or multi-layered theories, images of humanity and world views. Whether simple or complex, the basic assumptions and attitudes control the decision in favour of specific development concepts and influence the weighting of the elements and mechanisms and the consideration of positive and negative feelings in the development of children, adolescents and adults.

The influence of the basic assumptions and attitudes is particularly strong and problematic if they have an unconscious effect, overemphasise certain elements and mechanisms of healthy development processes in an unreflected manner, neglect the importance of other elements and mechanisms, such as the positive and negative feelings, and affect regulation and mentalisation of emotions, feelings and affects.

The negative effects of unreflected basic assumptions and attitudes are reinforced by simplification and generalisation, i.e. certain aspects of healthy development processes are overemphasised and become the guiding principle, for example the structures and rules or acceptance and self-determination. Other important aspects of healthy development, for example the analysis of negative experiences and bad feelings, are ignored. The simplification and generalisation then cause strong deficits in frustration tolerance, in the problem and conflict management of children, adolescents and adults.

The unconscious effect, the simplification and generalisation of the basic assumptions and attitudes make it necessary to reflect on one's own as well as the popular and generally accepted basic assumptions and attitudes, the corresponding images of humanity, concepts and methods, review their claims to validity and determine their areas of validity. Accordingly, after reflection on the general importance of the basic assumptions and attitudes (in Chapter 1), the most popular development concepts of the last century, their points of focus and their claims to validity are analysed and their areas of validity (in Chapter 2) are determined.

The analysis and determination of the areas of validity of the most popular development concepts show that the areas of validity of the most popular development concepts discussed are limited. The basic principles of the individual concepts are valid only for certain individuals and groups of people. Accordingly, the selection of the development concepts must not be dependent on the preference or popularity of a development concept. The decision in favour of the application of the development concepts must instead correspond to the different characteristics and characteristic combinations of people, their weaknesses and deficits. The differences in the personality structures become the basis for the selection of the development concepts, the corresponding images of humanity (theories, philosophies, ideologies) and for the application of the corresponding development methods.

For the selection of concepts and methods that are appropriate to the disorder and conducive to development, it is important to choose an interdisciplinary research approach based on the humanities, natural science and neuroscience, one that is open to all basic components and elements in the development of human life, and which analyses the correlation between the basic components and elements in the development processes and the development of human life from the subjective perspective (by reflection on psychological experience, by inward observation, introspection) and from the objective level (by observation from the outside, by experiments).

The interdisciplinary research approach of neuropsychanalysis, on the basis of the dynamic psychoanalytic concept of Freud and the dynamic neuroscientific approach of Luria (see Chapter 2.5), fulfils these conditions. The normal and ideal structures and modes of operation of the human mind - and the brain as its organ - developed from the subjective and objective perspective of neuropsychanalysis and from the exchanges with other disciplines enables the deduction of the relevant components, principles, elements, mechanisms and criteria for the healthy development of human life and the selection of development concepts that are specific to the individual. With the help of these criteria, the skills and deficits in the structure and function of the mind (in the extended understanding of the psyche or soul) and the brain as its organ, i.e. the personality structures and disorders, can be described at least temporarily (hypothetically) (Chapter 5) and analysed with neuroscientific methods (Chapter 6), and the corresponding development concepts and methods selected, applied and tested.

The precondition for the description of the personality structures and disorders, as well as for the developmental disorders, is clarification of the linear and non-linear understanding of systems, a description of the basic components, elements and mechanisms of healthy development processes from the perspective of non-linear systems and neuropsychanalysis (Chapter 3) and presentation of the interactive and correlative functions of the basic components, elements and mechanisms in a model of healthy development processes (Chapter 4).

## **Index: Terms, Phenomena, Means for Understanding dynamic Complexity**

<b>Affect attunements</b>	influence on the development process Table 16 successful attunements p. 92, 95 f. misattunements p. 92, 95 selective attunements p. 92 f. non-attunements p. 93 f.
<b>Affect patterns</b>	linear, non-linear p. 91 ff., 94 ff. of current and past attachment figures p. 98 f., 170, Table 29 of private and professional attachment groups p. 99 ff. of social, cultural, religious institutions p. 91 ff., 107 ff. opportunity and risk of the affect patterns of the surroundings p. 154 f.
<b>Ambivalence</b>	correlations between the organism and environment are determined by opposites p. 44 In cases of emotional ambivalence (love-hate...), both poles are subliminally active p. 44 f. analysis and compromise formation becomes a life's work p. 51 f. ambivalence in the depressive position 124 ff., Table 24
<b>Body loop</b>	body loop, p. 74 ff., Table 10 as - if body loop, 74 ff., Table 11

<b>Brain</b>	tasks, functions p. 68 ff. conditions for flexibility p. 73 ff. functional definition p. 132 plasticity p. 111 ff.
<b>Climates</b>	linear and non-linear climates in groups p. 99 ff. climates in the dyad and triad p. 101 ff.
<b>Complexity</b>	detail complexity, dynamic complexity p. 68 ff reduction in complexity through needs, instinctual wishes, drives p. 143 ff. detail complexity and dynamic complexity in personality structures and disorders p. 177 ff.
<i>Characteristics for dynamic complexity</i>	personality structures and disorders on a neurotic basis p. 183 hysterical personality type (Pt) p. 190 phobic Pt p. 206 compulsive Pt p. 222 depressive Pt p. 249 manic Pt p. 260 personality structures and disorders on a psychotic basis p. 271 schizoid Pt p. 289 paranoid Pt p. 303 borderline Pt p. 323 personality structures and disorders on a primary narcissistic basis, sociopathic Pt p. 339
<i>Dynamic complexity issues</i>	personality structures and disorders on a neurotic basis p.186 hysterical personality type (Pt) p. 204 phobic Pt p. 218 compulsive Pt p. 239 depressive Pt p. 267 manic Pt p. 268 personality structures and disorders on a psychotic basis p. 280 schizoid Pt p. 297 paranoid Pt p. 311 borderline Pt p. 332 personality structures and disorders on a primary narcissistic basis, sociopathic Pt p. 344.
<i>Key stories involving dynamic complexity</i>	personality structures and disorders on a neurotic basis p.187 hysterical personality type (Pt) p. 194 phobic Pt p. 210 compulsive Pt p. 231 depressive Pt p. 247 f, 251 f., 254 schizoid Pt p. 288 paranoid Pt p. 301, 302 borderline Pt p. 315 ff. personality structures and disorders on a primary narcissistic basis, sociopathic Pt p. 338 f.
<b>Diagnoses</b>	connection between detail complexity and dynamic complexity p. 177 ff. dynamic complexity and detail complexity p. 72 ff. standard for diagnoses: dynamic complexity, not the expectations of the socio-sociocultural environment p. 180 f.
<b>Disease</b>	dynamic p. 130
<b>Drives</b>	mechanisms of the mind for the fulfilment of needs p. 144 drives and instinctual wishes always associated with social needs p. 144 distinction between the general life instinct (search system) and the specific self- and object-related drives, Illustration p. 145 f. mixing of the self-related and object-related drives promotes the relationship to reality p. 147



	<p>the problem is not the drives, but the separation of the self- and object-related drives p. 147</p> <p>necessity of drive compromises and renunciation of drives p. 147 f.</p> <p>safeguarding the compromises through the evaluating oscillating function of the positive and negative feelings p. 148 f.</p>
<b>Emotions, affects, feelings</b>	<p>positive - negative, linear - non-linear p. 78 f., Table 12</p> <p>primary emotions, feelings, affects p. 148 ff., Table 28 a</p> <p>role in the correlation between the environment and organism, p. 148 ff.</p> <p>self- and object-related function p. 148</p> <p>interoceptive, exteroceptive, evaluative, activating and motivating function p. 148 f.</p> <p>no hierarchical structure, but rather circular causality of the types of feeling p. 148</p> <p>oscillating connection between types of feeling p. 149</p> <p>increase and decrease in the strengths of feeling (arousal/crescendo) in each type of feeling p. 149 f.</p> <p>emotional hygiene formula p. 151</p> <p>biological necessity of emotional ambivalence p. 151 f.</p> <p>the constructive function of feelings of aggression p. 152</p> <p>mixing of the types of feeling p. 152 f.</p> <p>mixing as protection against separation of the drives p. 152 f.</p> <p>mixing requires mentalisation of the types of feeling (concept of "mentalised affectivity") p. 153 f.</p> <p>positive and negative, self - object-related, secondary emotions, feelings, affects, p. 161 ff.</p> <p>circular, ambivalent, oscillatory dynamics of the secondary emotions p.161</p> <p>types of secondary feelings p. 161 f.</p> <p>types and strengths of the secondary types of feeling, 161 f, Table 28 c</p>
<b>Genetics, Epigenetics, Generegulation</b>	<p>long-term level - genome p. 111</p> <p>medium-term - epigenome p. 111 f.</p> <p>short-term level - transcription p. 112 f.</p> <p>influence by signals from the environment p. 116 f.</p> <p>influence of traumatic signals p. 117 f., Table 22</p> <p>influence of pleasurable signals p. 118 ff., Table 22</p> <p>influence of unpleasant signals to be mastered p. 121 ff., Table 22</p>
<b>Health</b>	<p>dynamic p. 130</p>
<b>Ideal ego</b>	<p>importance and function p. 83 ff.</p> <p>flexible non-linear structure p. 86 f.</p> <p>non-linear relationship with the super-ego p. 88 f.</p>
<b>Intelligence</b> <i>rational</i> <i>emotional and social</i>	<p>see also the explanations of terms following the Table of Contents</p> <p>working memory and rational intelligence (RQ) p. 165</p> <p>basic criteria for emotional and social intelligence (EQ/SQ) p. 171</p> <p>basic disorders from the perspective of emotional flexibility and emotional intelligence p. 171 ff.</p> <p>methods for assessing emotional and social intelligence p. 203, 217</p> <p>examples for assessing emotional flexibility, emotional and social intelligence, tools Tables 40, 41, 42, 48, 49, 50</p>
<b>Mentalisation</b>	<p>specific mechanism of affect regulation p. 153</p> <p>concept of "mentalised affectivity" p. 153</p> <p>dependence of the ability to mentalise the affect patterns of current and past attachment figures and groups p. 154 ff.</p>
<b>Primary</b>	<p>on the basis of the primary positive and negative emotions, feelings and affects associated with current experiences, p. 153 ff.</p>
<b>Secondary</b>	<p>on the basis of the primary and secondary positive and negative emotions,</p>

	<p>feelings and affects associated with current and past experiences p. 165 ff.  on the basis of conscious and pre-conscious experiences p. 165 f.  on the basis of unconscious experiences and unconsciously transferred  affective patterns p. 166 ff.  process of decrypting the unconsciously transferred affect patterns p. 165 ff.  decryption guideline p.169</p>
<b>Mind</b>	<p>tasks, functions p. 68 ff.  conditions for flexibility p. 73 ff.  functional definition p. 131</p>
<b>Neutrality</b>	<p>systemic neutrality as a safeguard for non-linear affect patterns and climates  p.101</p>
<b>Order-order transitions, disorder-order transitions</b>	<p>p. 70 ff.</p>
<b>Oscillations</b>	<p>basic principle p. 79  influence on gene regulation, structures and functions of the brain, healthy  development processes p. 124 ff.  in the "depressive position" p. 125  from the "paranoid-schizoid to the depressive position" p. 126 ff., Table 24  influence on basic disorders, on personality structures and disorders p. 171 ff.</p>
<b>Paranoid-schizoid position</b>	<p>p. 125 ff.</p>
<b>Pleasure principle</b>	<p>pleasure-unpleasure principle p. 48  primacy of the pleasure principle p. 54  pleasure principle in the phase of the core self p. 159 f.  living according to the pleasure principle p. 175, 333 ff.</p>
<b>Reality principle</b>	<p>primacy of the reality principle through the need to belong p. 70 ff.  priority of the reality principle according to Sigmund Freud and Melanie  Klein p. 124 ff.  protection of the reality principle by mixing the self- and object-oriented  drives p. 53,  by mixing the primary feelings p. 147  through the circular causal dynamics between feelings of pleasure and  unpleasure p. 153 ff.  between feelings of self-esteem and social feelings p. 160 f.,  through the conscience p. 88 f.</p>
<b>Reality testing, control</b>	<p>primary p. 153 ff., secondary p. 165 ff.</p>
<b>Representations</b>	<p>maps, images from the body p. 136  perceived images of the body, original body feelings, archetypes of all  feelings p. 136 f.  maps, images from the environment p. 137  maps, images from the memory p. 137 ff.</p>
<b>Repression</b>	<p>and primal repression, the most primitive forms of defence p. 273 f.  essential for repressing, the separation of the affects from the object  and verbal ideas p. 167</p>
<b>Self</b>	<p>idea of a delimited, single individual which changes but remains  itself, i.e. stable; elements of stability and dynamics are:</p>
<i>Proto-self</i>	<p>collection of maps and images p. 141 f.</p>
<i>Core self</i>	<p>original body feelings, archetypes of all other feelings p. 148 f.  development of the sense of self or core self from the core consciousness  p.158</p>

	<p>properties, creatorship, self-coherence, self-affectivity, self-continuity p. 158 f.</p> <p>pleasant and unpleasant core self experiences, motivation or defence p. 159 f.</p> <p>becoming aware of the separation/distinction between self and object p. 160</p> <p>development of the self- and object-related feelings p. 161, development of the positive and negative secondary feelings p. 160 f.</p>
<b>Autobiographical self</b>	<p>many momentary core self experiences become permanent and part of the extended consciousness p. 161 f.</p> <p>the extended consciousness and the autobiographical self as its substrate combine the many positive and/or negative feelings to form a temporal and personal context, p. 162 f.</p> <p>by storing them in images, symbols, words: possibility of creating a relationship between past events and current ones and anticipating future states p. 163 f.</p> <p>ability to retain stored experiences and further develop them with recent experiences p. 164</p> <p>differentiation of the subjective and objective self-view, especially in the differences between the gender roles p. 164</p> <p>possibility of comprehensive secondary reality testing and mentalisation p. 165</p>
<b>Splitting</b>	<p>non-revisable repression, rigid barrier between conscious and unconscious experiences p. 271, 275</p>
<b>Stimulation tolerance</b>	<p>tolerable overstimulation p. 122 f.</p> <p>tolerable understimulation p. 123</p> <p>intolerable overstimulation p. 123</p> <p>intolerable understimulation p. 123</p>
<b>Super-ego</b>	<p>importance and function p. 81 ff.</p> <p>flexible non-linear structure p. 86 ff.</p> <p>non-linear relationship with the ideal ego p. 88 f.</p>
<b>Systems</b>	<p>complex, closed, open, linear, non-linear p. 63 ff.</p> <p>systemic neutrality for safeguarding non-linear affect patterns and climates p. 101</p>
<b>Thoughts</b>	<p>interaction with feelings p. 73 ff.</p>
<b>Transference</b>	<p>influence of unconscious experiences on current relationships p. 165 ff., Table 29</p> <p>phenomenon and dynamics of transference and counter-transference p. 177 ff., Table 30 and 31</p>
<b>Trauma</b>	<p>out-of-the-blue, severe; long-term, intolerable (cumulative) traumas p. 269 ff.</p> <p>trauma, containing and commitment Table. 25</p>
<b>Triangulation</b>	<p>structural and functional significance p. 101 f.</p> <p>successful and unsuccessful p. 102 f.</p> <p>case study: effects of unsuccessful triangulation p. 103 ff.</p>
<b>Unconscious</b>	<p>influence of unconscious positive and negative experiences p. 79 ff.</p> <p>influence of the unconscious on current drive, feeling, thought, value, relationship, action and behaviour patterns p. 165</p> <p>two forms of the unconscious p. 166 f.</p>
<b>Values</b>	<p>ideal importance and function in development p. 81 f.</p> <p>linear and non-linear values, p. 90</p>

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**Publisher:** VPPA Willich, Germany 2014

**Book** (hardcover, 443 pages) ISBN 978-3-941520-05-9 and

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The German-language version

“Wachsen mit guten und schlechten Gefühlen -

in der Wechselbeziehung zwischen Umwelt, Körper, Geist und Erfahrung ”

was published in April 2014

